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ANSON W. BELDING, *Editor*

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Traditions That Block Progress

By SAMUEL ENGLE BURR
Superintendent
Newcastle, Delaware

The author enumerates twenty-two such obstructions. Would you lengthen the list or shorten it?

MANY of the common features of our American system of public education have become so hopelessly traditional, formal and ingrained, that they tend to resist sensible changes. More than that, they are worse than useless; they actually retard progress. They are like millstones about our necks when we are trying to swim in a very rough and treacherous sea.

Equality Meant Identity.

In our schools we hear much about *Equality*. Teachers are expected to exemplify, in their work, the truth that *"All men are created equal."* Of course some men are born rich, while others are born poor. Some are born white while others are born colored—yellow, red, brown, or black. Some men are born with good brains, while others are born idiots. Some grow to be six feet three inches tall, while others never grow beyond four feet ten inches. Some accumulate 200 lbs. of weight while others never weigh over 100 lbs. And so the actual differences might be multiplied to a huge number. But the American tradition is that *"All men are created equal,"* and the traditional type of school—the free public school maintained by the state—attempts to carry out that ideal. How? By the traditional but ineffective method of offering practically the same educational program to every boy or girl. No matter what his race, background, ability or interest, the traditional program of work in the public schools of America has been practically the same for every pupil.

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The idea of equality in education is, I believe, a good idea and a worthy ideal. As a superintendent of schools, I believe in equality in education for every boy and girl in America. But I break sharply with the tradition which says that equality means identity.

When children have widely varying surroundings, abilities, needs, and interests, an educational program which is identical for all of them, even in the primary and elementary grades, is far from equality.

Equality rather than identity in education, demands immediate attention to individual abilities, needs, and interests. There must be individual differentiation in order to secure the kind of equality which means anything. Of course there must be group work and activities also, but a large part of the school program must be individualized in order to be democratic.

Promotion and Graduation.

A curriculum which is identical for all pupils, grade standards which are inflexible and traditional promotion and graduation requirements which take no account of individual differences are largely of our own making as public school teachers and superintendents. But after all, these are closely related to other evils which are somewhat beyond our control as public school people. These traditional evils are college entrance requirements and college entrance board examinations.

The average secondary school is severely handicapped in the development of a progressive program of work by these traditional survivals of an era when secondary schools were selective institutions catering to only a chosen few. It is a tradition, in the average American community, that the local high school should guarantee college entrance for its graduates. There has been no corresponding tradition requiring the average American high school to do anything worth while for the pupils who did not intend to enter any college or school of higher learning. Consequently, in small high schools especially, every pupil who has remained in school has been forced to take the college preparatory program of work or else some abortive modification of it called the general course, or perhaps the English course or the scientific course. More recently the com-

mercial and practical arts courses have been introduced and have served as mere dumping grounds into which have been herded those pupils who have had no intention of entering the so-called Liberal Arts Colleges but who did want a secondary school education.

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Our secondary schools of to-day should depart from tradition along these specific lines:—

They should provide educational facilities for all children of high school age, regardless of their mental ability, their previous educational background, or their prospective stations in life.

They should provide educational facilities so flexible as to meet the needs of all pupils.

They should provide additional facilities so inclusive as to care for the physical, mental, social, moral and vocational needs of all pupils.

They should extend their activities so as to utilize the time of the pupils from early in the morning until late at night.

They should supplement this program for the adolescents by providing many recreational and educational facilities for adults.

They should move pupils on to new and different experiences from day to day and from year to year, regardless of traditional standards for promotion and graduation.

Time Limits for Schools.

A few months ago, I visited a number of schools in several different states. In some of the more traditional of these schools the janitors locked all the rooms and also the main doors of the buildings at 4 p.m. Anyone found in the buildings after that hour was considered a trespasser or an intruder. In one case, this general locking up took place at 3.30 p.m., and only those pupils who were "kept in" were allowed to stay until four o'clock.

More recently, I found a school playground surrounded by a high iron fence. At several places there were large signboards upon which had been painted these words: "No trespassing on these grounds after school hours."

"Hundreds of thousands of parents have not yet come to look upon the public school as a co-operative social service enterprise. Thousands of teachers have not yet developed this idea either. Superintendents and Boards of Education have not yet caught this vision. Often the school is referred to as merely the traditional means for imparting a knowledge of "The Three R.'s" to groups of children. Others regard it as a place for indoctrination and propaganda intended to maintain the present social order or the present economic and political regime. In some cases it is considered merely a time server where busy parents can park their children during the day."

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Most of us are familiar with the process of keeping the pupils locked out of school buildings until 8.45 or 9.00 a.m.

These artificial limitations of the school time are traditional things and here again tradition appears as a barrier to progress. Naturally, a certain amount of care must be exercised anywhere, to see that school buildings and school grounds are protected properly. It would not be safe, under present conditions, to leave school buildings unlocked—free and open to anyone at any time, but neither is it pedagogically safe to keep the buildings locked up during seventeen hours out of every twenty-four—and all day long on Saturdays and Sundays.

We are now in an era when the schoolhouse should be a community centre. As such it needs to be open to the public during much of the time—let us say from 7.00 a.m. until midnight daily. Not only should the building be open, but definite provision should be made for its use and for the correct supervision of that use.

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I know of one suburban community where about five hundred children are enrolled in the public schools. For these five hundred pupils there are two full time and two part time physical education teachers who specialize in physical education, recreation, athletics and playground activities. In addition, some five or six teachers do volunteer work in athletics with various school groups.

As a result of this, it is possible to offer all the children a voluntary program of about three hours per day of physical education, recreation and supervised play, after the "*academic*" work of the school is over.

In this work many adults, as well as children, participate. This program continues during the summer months, also.

Some schools have large groups of adults using the school buildings every evening for a variety of educational and recreational activities. Examples may be found in various parts of the country.

Aims and Objectives.

Hundreds of thousands of parents have not yet come to look upon the public school as a co-operative social service enterprise. Thousands of teachers have not yet developed this idea either. Superintendents and Boards of Education have not yet caught this vision. Often the school is referred to as merely the traditional means for imparting a knowledge of "The Three R's" to groups of children. Others regard it as a means for indoctrination and propaganda intended to maintain the present social order or the present economic and political regime. In some cases it is considered merely

a time server where busy parents can park their children during the day.

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Perhaps it is within reason to say that the older type of traditional school claimed to prepare children for certain phases of adult life. It gave a rote memory knowledge of such common educational tools as reading, writing, spelling, arithmetic, and geography. It gave this knowledge by a technique which removed it pretty largely from the type of use that it might later receive. In other words, the traditional school did not seem to be much concerned about the immediate functional value of the material which it forced upon the student and compelled him to consider.

Then came the various progressive movements, most of which emphasized, among other things, the functional value of knowledge, the use of meaningful situations on a plane appropriate to the students, and the close observation of the community by the pupils in the schools. In this work, projects or units developed upon such topics as: the postman, the fireman, the local stores, the local government, and the like. (It is an unfortunate reflection that there were few units on *schools*.) There were excursions to factories, stores, natural beauty spots, zoos, farms, railroad terminals, and airports.

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But from the beginning, a few non-traditional schools and a few progressive educators have had a much more far-reaching and revolutionary idea concerning the use of the Activity Plan. They have felt that the mere observation of the community by the pupils is not enough. They believe that in their school work pupils should break through tradition and actually participate in the life of the community—that they should have some effect upon

SAMUEL ENGLE BURR

the community—that they should contribute to the life of the community.

This is the fullest development of the activity plan.

This leads us directly to the consideration of the tradition that makes the schools into the tools of the present powers that be. "Training for Citizenship" is one of our traditional objectives, and in a sense I am ready to support that objective. But the traditional point of view has been and still is in favor of the development of a type of citizenship which conforms exactly to the established social order, without allowing for evolution or change.

If the school is to be progressive—if it is to justify its continued position as a social factor—it must accept new aims. It must cease to be merely a place where the three R's are mastered; or where mere adherence to present-day economic, social, political, and economic ideals is required; or where children may be parked for the day. It must take its place as one of the effectors in our society, an agency dedicated to learning about the past in order to plan for improvements in the future.

Other Obstructive Traditions.

Tradition does have value. Our race heritage must be studied and must be passed on to new generations. But all that is good does not lie in the past—many unknown values are to be discovered in the present and in the future. We must organize our schools so as to ensure evolution rather than stagnation. The chief element of stagnation is a worshipful attitude toward all traditions.

In our schools certain traditions are standing in the way of progress today. Several have been discussed in this article.

Other traditions that strangle the work of the schools might be mentioned. Among them are:—

The traditional subject matter divisions.

The traditional small school districts.

The traditional adopted textbook system.

The traditional kinds of record and report blanks.

The standard size of class enrollment.

The standard size of classroom.

The formal type of classroom furniture.

The limited amount of supplies and equipment.

The inflexible routine of school janitors.

The small size of school sites.

The traditional teacher training plans still in use.

The traditional "blue laws" for teachers.

The traditional suspicion of specialists.

The inadequate financing of school programs.

The traditional local financial support plan.

The traditional legal control of the curriculum.

The tradition that the school offers educational opportunities to the children and youth only.

The tradition that the local schoolmaster or superintendent of schools lacks practical business knowledge.

The Atlantic City Meeting

of the Department of Superintendence

A Foreglimpse of the Program

ACCORDING to all auspices, omens, oracles, and preliminary statements of the Atlantic City Convention, it will be one of the most worthwhile, constructive gatherings ever staged by the Department of Superintendence. And it will be Number Sixty-five on the list of these yearly get-togethers of the nation's educational executives.

The dates are February 23 to 28.

Atlantic City has promised the best weather it can procure for the occasion. Its record in this respect is pretty good.

The host is A. S. Chenoweth, superintendent of schools of Atlantic City. He guarantees—not the weather but a welcome.

The program has been formed by President E. E. Oberholtzer, who with his other hand administers the schools of Houston, Texas.

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High lights of this meeting will include:—

1. Emphasis on the relation of the schools to social and economic problems of the hour.
2. Official release of the 1935 Yearbook dealing with those matters.
3. Panel discussion (Tuesday morning) by various authors of the Yearbook—dealing with its major topics.
4. Observance (Tuesday evening) of the Tercentenary of Secondary Education in the United States.
5. Continuance of the everybody-take-part plan (inaugurated last year), with more than thirty forum and study discussion groups.
6. Attractive general programs with such speakers as Mary E. Woolley, Lotus D. Coffman, Charles A. Beard, Stuart Chase, Charles E. Merriam, George D. Strayer, Glenn Frank, John K. Norton, William E. Kilpatrick, Charles S. Weet, and Arthur Morgan.
7. Elementary principals stepping out with a dinner of their own, Tuesday evening (Dr. Coffman speaking), and with Wednesday designated as "Principals' and Supervisors' Day."

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Now for some details.

The first general session will occur in the great ballroom of the Auditorium, Sunday afternoon, February 24. The principal speaker will be President G. Bromley Oxnam of De Pauw University. President Oxnam has sojourned in many countries, and will give a cosmopolitan keynote to the convention in this vesper service.

The forenoons, Monday to Thursday, beginning at 9.30 will be devoted to general sessions. On Tuesday, the forenoon session will be a Jury Panel discussion by members of the 1935 Yearbook Commission; U. S. Commissioner John W. Studebaker presiding.

PRESIDENT OBERHOLTZER

Monday afternoon there will be six Forum Discussion Groups, attacking such problems as: (Group 1) Support and Control of Education, (Group 2) Personnel Research, the Superintendent and the Education of Teachers; (Group 3) Expansion of School Programs, pre-primary to adult forum; (Group 4) Administrative Problems in Small Cities and the Place of the Business Manager; (Group 5) The Schools as a Social Force and Their Responsibility for Teaching Economics; (Group 6) Socio-Economic Problems and the Curriculum.

Monday evening—General session at 8.15.

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Tuesday morning at 9.30—the topic to be threshed out by jury panelists is "Social Change and Education."

Tuesday afternoon (2.30) will be divided into thirty Study Group Discussions under six general topics:—The Support and Control of Public Education in a Democracy; Personnel Problems in Educational Administration; Educational Interpretation and Trends; Administrative Problems; Outlook for New Educational Programs; and Curriculum Trends and Controversies.

Tuesday evening—The Tercentenary of Secondary Schools will be suitably celebrated. The speakers include Charles H. Judd, Thomas H. Briggs, Sidney B. Hall and George F. Zook.

The same evening will occur the dinners of the Department of Elementary School Principals

and of the Associated Exhibitors.

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Wednesday afternoon—Forum discussion with six groups. These will consider: Public School Finance; Interaction of Teaching and Administration; Citizenship and Character; School Publicity; Crime and Delinquency and Adult Education; and Integration.

Wednesday at 6 p.m.—College dinners.

Wednesday evening, Thursday forenoon and afternoon—General Sessions. Watch the program for headline attractions.

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Among the well-known educators who will be heard in addresses or discussions or will preside over conferences are these:—

William J. Bogan (Chicago), James H. Richmond (Kentucky), Paul R. Mort (Columbia), Ambrose L. Suhrie (N. Y. U.), Charles H. Lake (Cleveland), E. W. Butterfield (Connecticut), R. V. Hunkins (Lead, S. D.), James H. Hope (South Carolina), Payson Smith (Massachusetts), Carleton W. Washburne (Winnetka), James C. Bay (Easton, Pa.), Paul C. Stetson (Indianapolis), Harold Rugg (Columbia), Charles H. Judd (U. of Chicago), Frank W. Ballou (Washington, D.C.), John L. Childs (Columbia), Fred J. Kelly (Office of Education), Worth McClure (Seattle), Jesse H. Newlon (Columbia), Carroll R. Reed (Minneapolis), W. W. Theisen (Milwaukee), David E. Weglein (Baltimore), Ben G. Graham (Pittsburgh), George C. Bush (So. Pasadena), A. J. Stoddard (Providence), E. E. Lewis (Ohio State U.), George Melcher (Kansas City), James M. Spinning (Rochester), O. S. Hubbard (Fresno), Vierling Kersey (California), Ernest C. Hartwell (Buffalo), George M. Wiley (N. Y. State), Frederic M. Thrasher (N. Y. U.), C. V. Courter (Dayton), L. Thomas Hopkins (Columbia), Ernest Horn (State U. of Iowa), and J. Cayce Morrison (N. Y. State).

Business will have to be transacted; resolutions challenged, amended and acted upon. Officers will be elected.

Finally—

Suitcases will be packed with personal belongings and souvenirs. Heads will have been packed with ideas, suggestions, plans, good stories and stray bits of inspiration.

Then back to the home town to continue the fight for the best schools possible.

The New Secretary

OF THE N. E. A.

By ANSON W. BELDING

IT WOULD be difficult to exaggerate the importance to American education of having a man of the right sort as executive head of the National Education Association. Dr. James W. Crabtree, as secretary for the past seventeen years, virtually made the Association what it is today—and the work of his heart and hands has surely produced a profound impression upon educational workers all over the United States and upon what they have been able to accomplish for the boys and girls and for the nation.

Hence it was no trivial matter to select Dr. Crabtree's successor.

WILLARD E. GIVENS

Educators seem to be unanimous in the belief that the Board of Trustees acted wisely in summoning to the secretaryship Willard E. Givens. They believe Mr. Givens has the requisite ability, experience and personality for the great task that lies ahead. For the organization, like education itself, is at a crossroads. Will it go forward with renewed energy and leadership to render the highest possible service to the school profession and thus to American society? Or will it be permanently weakened by the strains of the present crisis? The answer rests largely with Secretary Givens.

What has been his experience? How and where has he demonstrated the capacity for the inspiring leadership necessary at such a time?

Let us look at his career.

In 1913 we find him graduating from Indiana University. A year or two later he receives his master's degree in political science from Columbia. Then we see him a student at Union Theological Seminary, where he earns a diploma.

With the outbreak of the war, he is appointed an instructor at the Naval Officers' Training

School at Mare Island, California.

Later he is transferred to the Hawaiian Islands as director of educational work in army and navy posts there.

The war over, he remains in Honolulu as principal of a high school. But California beckons him and he takes charge of a junior high school in Oakland. Then Hawaii again calls him to become principal of a private school. Suddenly he is advanced to the highest educational post in the Hawaiian Islands—that of Superintendent of Public Instruction for the Hawaiian Territory.

By 1925 we find him back on the mainland as assistant superintendent at Oakland. But San Diego wants him for superintendent, and in 1927 he accepts. After one year Oakland calls him for the third time—making him superintendent. He has occupied that responsible post for six and a half years—years of devoted service and broadening participation in civic affairs. He has been chairman of the Community Chest; vice-president of the Y. M. C. A.; and a director of the Boy Scouts, the Salvation Army and other important movements.

Turning now to his relations with organized education, we see Mr. Givens serving as president of the California State Teachers Association for three years. As chairman of that Association's legislative committee, we observe him campaigning successfully for adequate support of the public schools.

His direct connections with the N. E. A. itself have included the State directorship of California—and, before that, of the Hawaiian Islands. It was under his direction that the highest percentage of teacher membership ever obtained in any State was achieved by the Hawaiian schools.

As a member of the 1933 Yearbook Commission, Mr. Givens is said by his colleagues to have exhibited splendid professional ability.

All the evidence thus points to the conclusion that the National Education Association has chosen a leader of exceptional alertness, experience and competence, in the person of Willard E. Givens. He has unquestioned educational background. He has known at first hand the problems of school workers at every level. And he has on many occasions proved his skill as an organizer and a go-getter.

Success to Givens! And success to the N. E. A. under his guidance.

Augustus O. Thomas

School Administrator, Author, Editor, Internationalist

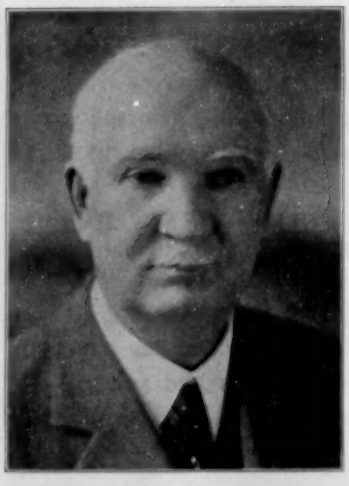
THE sad news was wired to us from Washington on January 30 that Dr. Thomas had passed away that afternoon. He had collapsed on the street, and died on the way to a hospital.

Our issue of February 4 was too far along on the press for a notice to be inserted.

Dr. Thomas had visited Boston less than a week before his death. He had come by invitation of the High School Woman's Club of Boston, and had addressed them at a dinner meeting on the evening of January 23. He had impressed his hearers with his earnestness and vision.

He called at our office twice during his brief stay in the city, and we discussed many matters. Although he did not seem so strong as usual, no one suspected that his end was near.

He was, as ever, thinking ahead; making plans; looking confidently toward a better future for America and the world.



AUGUSTUS O. THOMAS

On February 21, he would have celebrated his seventy-second birthday. He had lived a life full of accomplishment in various fields.

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He was born in Illinois. He organized the Nebraska State Normal School at Kearney, and served as its president. He had been State Commissioner of Education for Nebraska and for Maine.

He knew the problems of school administration both from books and from personal experience and observation. For nearly two years he had generously given of his wisdom along these lines to help younger men and women in school work who eagerly sought his counsel through the "Problem Box" which he conducted in this magazine.

Dr. Thomas was an international figure. He had conceived and brought into being the World Federation of Education Associations, of which he was first president from 1923 to 1927. He was guiding its activities as Secretary General when the final summons came to him.

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Details of his long and distinguished career of educational leadership could be reviewed here

and would be impressive. But these would fall short of justly portraying the personal attributes of this beloved associate and friend.

His was a familiar and well loved presence in the corridors of convention auditoriums, where he was always surrounded by a group of admirers. His addresses were always among the high lights of convention programs.

He enjoyed a wide acquaintance and was never so happy as when he could say an encouraging word or do a kind deed for some one.

He liked his little joke—as when, the other day, he signed a letter to this office "T. F."—adding that these initials meant Thumb and Finger, his method of typewriting.

His contributions to this magazine included not only the Problem Box, but frequent editorial suggestions and an occasional editorial of his own composition, which it was always a pleasure to print.

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His last editorial dealt with the installation of Willard E. Givens as secretary of the National Education Association, and the retirement of James W. Crabtree from that position. This appeared in our issue of January 21.

Dr. Thomas possessed an exceedingly varied and well organized fund of information. He habitually thought of things in the large. He had imagination and creative genius.

Few of his friends knew that the past two years had seen him composing the scenario for a beautifully spectacular motion picture. He had completed the writing of this highly ingenious, colorful and worthwhile production, and it had caught the interested attention of a leading firm of producers. This posthumous reflection of his artistic and constructive skill ought by all means to find its way to the screen.

The passing of Augustus O. Thomas marks an irreparable loss to the educational world. Yet he leaves behind him a memory which is an inspiration to all who knew him.

Into this JOURNAL OF EDUCATION, of which he was so fond, Dr. Thomas has infused a liberal portion of his spirit; something that will abide, as does the spirit of his lifelong friend, Dr. A. E. Winship.

If I Were a Superintendent

By ARTHUR DEAN

This is the second of a series of "If I Were" articles from the pen of this gifted writer and observer. In our next issue—"If I were a School Board Member."

RIGHT at the start let me say I wouldn't be a superintendent of schools in a city which looked upon the job as a political one. If elected I suspect I would not last long enough to get my first pay check because of the general uproar which I would create.

I have neither the patience nor the desire to be spineless or to kotow to small politicians. I haven't the capacity for twiddling my thumbs while retaining in the force a principal of a school who is fifty years behind time, "waiting for the Lord to take him."

I have great admiration for a good school superintendent. I do not know of any finer position in the world and neither do I know of any harder one. He has to be progressive in thought and often a conservative in action. He can have no racial, social or religious bias. He must be a friend to the rich and to the poor; to the wise and the ignorant; to the progressive and the conservative; to the principals and the teachers; to the pupils and the parents; to the business men and the politicians—in fact, to everybody.

I have almost come to think that a successful superintendent ought to be endowed by some foundation in order that when he loses his job he may be pensioned for life. Out of many years of experience, I have observed that sooner or later an especially efficient superintendent of schools gets the axe just as eventually every chicken does—and in about the same place. On the other hand, the unsuccessful superintendent finds his head laid on the official chopping block.

If one knows too much, does too much—and consequently offends too many—he gets fired. If he knows too little and does too little he gets discharged.

A superintendent of schools works. He must visit his schools, confer with principals, conduct teachers' meetings, listen to the complaints of parents, appear before committees relative to his budget, attend the Rotarian or Kiwanis or Lions Club or Chamber of Commerce meetings, address the State Sunday School Convention, speak before the county institute, talk to the Grange, appear before the mothers' clubs, examine the daily, weekly and monthly reports of his teaching and supervisory staff, fill out questionnaires of all sorts, answer his daily correspondence, write his annual report to his own board and the State Board of Education, and through it all

must have poise, fine educational ideals, good judgment as to educational procedure, and plenty of common sense.

If I were superintendent of schools I should expect to be the executive officer of the board to carry out official decisions of the board. I should expect to make educational recommendations to the board and have them approved. If my recommendations were not approved, I should, a year later, renew them. I should assume that I was hired to inform the board regarding all things which would help the schools to be the best schools in my state. I should never assume that I was to sit still and wait for the board to tell me what to do. It would be my job to tell the board what should be done. It is the board's job to tell me that "it can be" or "cannot be." I have no sympathy or use for the superintendent who puts rubber heels on his mind or shock absorbers on his ideals.

In all probability a city gets the superintendent of schools it deserves. The superintendent reflects the community. A city that really wants good schools gets them by engaging a school expert who, with the help of the elected board and the plain citizen, makes them good.

The Over-Teachered Pupil

By DANIEL P. EGINTON

SO much has been written about the over-mothered child that the danger of a loving but ignorant mother shielding her child from trials, knocks, and hardships of life to such an extent that weakness, dependence, and incapacity are nourished is generally recognized. No one, however, so far as I am aware, has yet pointed out the danger of teachers suggesting, planning, executing, evaluating, guiding and controlling pupils too much; in short, the risk of having over-teachered pupils. I hereby contribute this term to American educational jargon.

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It seems so apropos and pertinent to much present educational practice that it should ring loud in the halls of Savants that eventually it may even become part of our professional pedaguese. In creating the concept —*over-teachered pupil*—I have strayed so far from orthodox educational theories as to challenge many of the techniques and methods so complacently and religiously accepted today. I am even willing to be branded as a radical or a heretic.

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First, it is imperative to recognize that one of the aims of education is growth in the capacity for independence. In the beginning one is absolutely helpless and dependent upon others

DANIEL P. EGINTON

for food, clothing, and shelter. However, if education is correctly a liberalizing and freeing process, one should move away from dependence until he finally achieves real independence both from his own emotions and drives and also from outside, social pressures. Since a child cannot grow in independence and self-control except by practicing independence and self-control, obviously the schools should be organized and administered to offer abundant opportunities for pupils to practice independence of thought, of action, and of conduct.

It seems hardly necessary even to try to prove that the methods used in most schools today foster blind dependence upon textbooks and upon over-zealous, dominating teachers. Personally, I am sick and tired of going into classroom after classroom and seeing a loquacious teacher trying to pump facts into or out of the heads of pupils! Whether we like it or not, we must frankly admit that any intelligent consideration of the factors involved in the growth processes points out conclusively that pupils in schools generally do not have opportunities to suggest, plan, carry out, and evaluate experiences best suited to their particular needs, interests, and capacities. They are complacent travelers of a time-worn, traditional path rather than trail-blazers and pioneers of a new culture and life.

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Second, as we shift from the conception of education as a simple, formal process of memorizing the pages in a textbook and move to the idea of education as a natural, complex process of integrating valuable, purposeful experiences during all conscious hours, it becomes as clear as the Star of the East that pupils do not need to spend much time directly under the arms, nose, eyes, and ears of the teacher, but can, and should proceed as independent research workers, discussing, observing, experimenting, traveling hither and yon to the woods, factories, libraries, museums, stores, rivers, foundries, and so forth. Here the teacher

needs only to go over their plans with them carefully and check upon results as evidenced in the reports, scrapbooks, materials created, and discussions. She need not question in detail in the same fashion that she does in a traditional school where she assumes that her function is to see that all children memorize the salient facts of the textbooks.

Third, we must recognize that pupils can and will learn from each other and from all available, capable people if we will only give them a chance to talk their problems over with them. Remember Carlyle once said: "That man is best educated who touches life at the most places!" This also means that the teacher should become more and more of a co-ordinator, delegating responsibility and opportunity for supervision to the persons—parents, farmers, preachers, scientists, mechanics, lawyers, and nurses—most capable of stimulating and guiding them. This practice, of course, has long been carried out by teachers who recognize their own limitations and wish to capitalize upon the valuable capacities of others. It would take far too much space to discuss the other reasons that pupils at the present time often are over-teachered.

"Since a child cannot grow in independence and self-control except by practicing independence and self-control, obviously the schools should be organized and administered to offer abundant opportunities for pupils to practice independence of thought, of action, and of conduct."

Given proper facilities and a large room, it is no longer an idle dream to vision a really better educational program with a teacher with forty pupils rather than twenty. When there are so few pupils under a teacher, they obviously have no chance whatsoever to live their own lives, dream idle dreams, develop worthwhile and live projects, converse with nature, plan together, pursue an activity continuously for a long time, experiment and learn by trial and error. Every moment of the day, each movement of the body, twist of the wrist, thought of the mind, and inspiration of the soul is immediately inspected by the teacher. There is something specific to do every second of the time. Just imagine that! No one certainly can do satisfactory work when he knows that every moment he is liable to be inspected and reprimanded if he has not done the next task. We cannot logically say that education is a process of exploration and guidance and still stick to the teacher-question and pupil-answer type of programs. Here pupils not only are over-teachered but are figuratively slain as an offering to the god of mechanical efficiency worshiped by school administrations.

A superlative application of common sense to health education is made in the

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STRANG

HEALTH *and* GROWTH SERIES

Health habits must grow out of health education in order to justify the place of this subject in the curriculum. The Charters-Smiley-Strang series is the supreme embodiment of every factor that will lead the child naturally to translate what he has learned into activities to promote and maintain health. Since health, consciously achieved, requires a liberal background of physiology and anatomy, these facts are introduced, but only as backgrounds.

Four of the six books were

State-Adopted by Oregon

before publication!

THREE-BOOK EDITION • SIX-BOOK EDITION

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Can We Have Our Cake and Eat It?

By JAMES H. HARRIS
Superintendent
Pontiac, Michigan

"If State or Federal AID for education is required and demanded, then State or Federal CONTROL must logically and inevitably follow."

THE recent action of Senator Huey Long in reaching out after the schools of Louisiana and making a start toward including them in his program of virtual dictatorship, is of challenging interest to all schoolmen who are observant of the trend of the times.

Is it just a stray and isolated incident, or is it a portent of a general movement?

Whether Huey Long's action with reference to the Louisiana schools is "a baby figure of the giant mass of things to come," or to use a different metaphor, a "flash in the pan," with no spreading consequences, is a question of moment. My own view is that we are witnessing a phenomenon which is likely to spread.

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My reason for suspecting that the action of Louisiana will not remain an isolated phenomenon is that the trend of the times is distinctly toward larger units of governmental administration; in other words toward centralization of control. This trend has been given a powerful impetus by the events of the past two or three years and shows no signs of abatement. Quite the contrary! Public utilities, banking, transportation, and communications are all yielding to governmental supervision and control, and there is no reason to assume that the schools will be exempt from the movement prevailing in other fields. This is especially true in the light of the fact that State aid for schools because of the breakdown of local support brought about by the near, if not total collapse of the real property tax, is almost everywhere being promoted. If State or Federal aid for education is required and demanded, then State or Federal control must logically and inevitably follow. And that is my reason for believing that the step taken by Louisiana will not remain an isolated step. It is almost certain to be imitated by other states faced with the necessity of state support of schools.

What, in this event, shall be the attitude or reaction of schoolmen and women?

There are, it seems to me, three possible reactions to such a movement. The first is that of vigorous resistance—the attitude most likely to be assumed, I suspect, by the majority of school people. Opposition to Federal and State control of education is the accepted view of all the organized forces of education from the National Education Association down to local units. It is a perfectly natural reaction to fight back when you are attacked, and as Federal and State control are construed as an invasion of our freedom or liberty, resistance to the movement is to be expected.

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The second reaction is that of stoical resignation, or indifference. The mass of teachers, in spite of heroic resolutions by national and state associations, are disposed to accept what the Fates hand out to them, with uncomplaining, or at least with nonresistant resignation. In some cases knowingly, in other cases unknowingly, they accept the doctrine of Epictetus that things beyond their control are to be accepted and acquiesced in, without repining. In the case of State or Federal control, the matter is in the hands of forces they cannot overcome, so why resist or resent? Accept and make the best of it!

The third attitude or reaction occupies a midway position between violent resistance to the movement and stoical acceptance of what is regarded as the inevitable. It would examine, with something of detachment, the reasons back of the apparent trend toward State control of education, with the implications involved, and then seek, if possible, to find a compromise position which would on the one hand be acceptable to the political and lay influences which are pressing for control and on the other not invade too drastically the province of local control and local initiative.

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In the writer's view, the reasons for a trend toward State control and (if we get Federal aid) toward reasonable Federal control, lie, first, in the fact that it is illogical and unreasonable to suppose that either the State or the Federal government will make large investments in education without demanding some measure of control. The two things to my mind stand or fall together and it is futile to ask for the one and oppose the other.

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There is no question about the shift of emphasis from local to state support of education. That shift is in evidence all over the country and is recognized by practically all educators as desirable and inevitable. Unless, therefore, we are willing to abandon our pursuit of State aid, we are not in a very sound position to cry out against State

control. As there is no likelihood that such abandonment will happen we may safely assume that the pursuit of State aid will be paralleled by various types of State control, and that Louisiana is merely the "first scantling" in the coming educational structure.

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My second reason for believing that State control is on the way, has been indicated in a preceding paragraph, viz., that the trend toward broader areas of governmental control is of the spirit of the times, and that the schools cannot hope to escape.

Local control and local initiative in education are slogans as obsolete as "rugged individualism" and belong in the same category. There is really nothing in the picture of local autonomy which entitles it either to confidence or continuance. With 127,000 separate school districts in the United States, each on a tangent of its own; with widespread variations in length of school year, teachers' wages, tenure of position, retirement systems, curriculum requirements, and methods of teaching, our system (if system it is) is anything but a consistently national program of education, and affords anything but the equalization of educational opportunity of which we talk so much.

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What we need is Federal aid for education accompanied by a reasonable Federal control in order to bring into something like harmony and unity the discordant elements in our existing local control hodge-podge. Unless we have this we are confronted with forty-eight varieties of state control—an advance perhaps on our present system—but far from being a real solution of our educational and financial problems.

For these reasons, I believe the wise step, in view of the trend toward State control, with all its variations and inequalities, not to mention its possibilities for political patronage, is to promote a program of Federal aid, plus reasonable Federal control.

Unless we do this, I fear we are facing the prospect of conditions much worse and much more undesirable. It is always better to put your own house in order than to have outsiders do it for you.

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Opposition to the trend of the times will, in my judgment, prove unavailing and futile. The defeatist attitude is also and equally fatuous. The sane thing to do, having in mind what H. G. Wells would call the "shape of things to come," is to anticipate and forestall future trouble by planning and putting into effect a program of broad educational policies that will anticipate and prevent hap-hazard and chiefly political influences from gaining control of our schools.

3 OUT OF 4

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Journal of Education

Six Park Street, Boston

WINSTON FLASHES

BIGGER and better than it's been for years—that's the short, short story of the N. E. A. Convention. Ready to greet you is Miss Flash at the Winston Exhibit, D-12, D-14. She hopes that you will like the souvenir she has for you.

"THERE is less than 13 miles difference between the highest point of land in the world (Mt. Everest, 5½ miles above sea level) and the deepest point in the ocean (a spot midway between the Philippine Islands and Japan, 7 miles deep)" — from USEFUL SCIENCE FOR HIGH SCHOOL, by Weed, Rexford, and Carroll. If you have not yet examined this fascinating new book, which has been called "the most interesting and best illustrated general science ever published," step over to the Winston exhibit, or send for full information.

FACTS about the Atlantic City Convention Hall: It's the world's largest. Contains the largest stage; the largest pipe organ. Seating capacity of main auditorium, 41,000. So-o-o-o big that football games are played in the auditorium—on the only full-sized indoor gridiron.

5,000 miles separate snow-bound Alaska and sunny Florida. One thing they have in common, however, is the exclusive use of THE TRIANGLE ARITHMETICS in all public schools. In between these far-flung frontiers you will find them state-adopted (used exclusively in all public schools) in Alabama, Arkansas, California, Delaware, Montana, New Mexico, and Utah (co-basal adoption). Further, literally thousands of schools in other states are using these arithmetics. Have you seen the TEACHER'S HANDBOOK for grades 1-2, and HOW WE USE NUMBERS, for grade 2, both published recently?

SNOW falls on only 30 per cent of the earth's surface and is not always white. Red, yellow, blue, green, and even black snow has fallen in various parts of the world.

WANNA buy a DUCK?—an anatine natatorial bird having lamellate mandibles. Contrast these words, Joe, with the definition in THE WINSTON SIMPLIFIED DICTIONARY — the one dictionary that defines every word so that its use and meaning can be understood instantly.

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EDITORIALS

Many Voices, One Voice

PROBABLY no single event in the year has quite the influence upon citizenship and civilization in the United States that the meeting of the Department of Superintendence of the N. E. A. produces.

Forces will be released in Atlantic City which will affect public education profoundly and permanently.

No one can predict the composite results of a program that is so complex in its subject matter and representative of so many personalities and points of view. But there will be many messages and there will be one message; one booming note that will drown out all others in the memories of those in attendance.

May that one predominant message be such that it will be put to work making education more effective for the boys and girls and for the nation.

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Tercentenary a Challenge

WE HAVE in the American high school an institution three hundred years old and still in the making.

Thus the nation in celebrating the tercentenary of secondary education this year should have its eyes not so much on the past as upon the present and the future.

It was only toward the end of its third century that the high school began to be democratic—a school for the children of the common people. The first nine-tenths of its existence saw it interested in little else than the preparation of youth for college. Tradition gripped the high school more firmly than any other section of our entire educational system. Today, the high school has a vastly enlarged curriculum, developed in response to specific demands from a public that has become high-school minded.

Many of our high schools continue to resist change, however; and to be chiefly concerned with the maintenance of pre-college standards.

Part of the old secondary school has been broken off into the junior high school. This much newer school has had a better opportunity to consider its real function, and is a valued experiment station in the field of modern education.

This tercentenary year will be a good year in which to reconsider the senior high school and the four-year high school—still retained and firmly believed in by many localities.

What are the real needs of the community that should be met by the high school regarded as a people's university? How can the high school program be better integrated, better oriented toward life? What can be done to improve the citizenship of our high school graduates—before they graduate? Should the high school reach up a year or two beyond its present limits?

Celebrations of the founding of the Boston Latin School in 1635 will be rather empty and unfruitful unless they look ahead to the next ten, twenty, fifty years; and unless they re-envision the secondary school as an instrument that can be made of the utmost service to a democracy.

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Liberty and Equality

AMERICANS who echo the cry of the French revolution, "Liberty, Equality, Fraternity!" are generally unaware of the fact that the first two of those ideals are alternatives.

This was pointed out recently by Newton D. Baker, in an article appearing in the Atlantic Monthly. We need not lean so far to the side of Liberty as Mr. Baker does, to admit the logic of his proposition that Liberty and Equality are on opposite ends of a see-saw. When one is up, the other is down.

This truth is basic in the study of current problems and recommended solutions. Americans have been brought up to cherish Liberty—the maximum freedom of the individual to live his own life with a minimum of governmental aid or interference.

Those who believe the present situation is not merely an unusually prolonged depression but the end of an epoch, are stressing the thought of Equality. And in order to promote Equality, they recommend governmental acts which restrict the individual and thus curtail Liberty.

Now it may be worth while to have our liberties curtailed. To some extent it is surely necessary.

But let us proceed with full knowledge of what we are doing. Let us weigh Liberty and Equality in the balances, and determine how much to slice from the one and add to the other.

The answer will remain a matter of opinion. No one may arbitrarily say what is right or best.

Understanding and acceptance of this truth by all who teach would prevent dogmatism and yet allow the controversial issues to be discussed freely.

Young Miss Hubbard

By ANSON W. BELDING

Old Mother Hubbard's lean and famished "doggie" has long been the object of much pity.

Listen now to the story of Mother Hubbard's granddaughter.

Young Miss Hubbard, who happens to be a teacher, recently visited the cupboard where books and other supplies are stored for her pupils. The cupboard was not quite bare. But the "bones" it contained were certainly a dry and shabby assortment; looking as if some "doggie" had already been at them.

As for feeding the minds of boys and girls from such a cupboard —this was no longer possible.

Young Miss Hubbard threw open the windows in an attempt to air out the musty shelves.

Here were books that might have been new in her grandmother's day. Not only pages but whole sections were now missing. To be sure, some additions to the text could be seen, in the shape of dirt, pen and pencil sketches, and ink daubs. A microscope would have revealed many varieties of germs.

Miss Hubbard gazed at the cupboard itself. It seemed weak and tottery. Soon it might fall to pieces. It certainly did not appear proud of its contents or able to bear up much longer under the ravages of time.

She glanced around the room. Desks and seats were antiquated, broken in places, carved, mutilated and begrimed.

In a corner stood a globe, blandly innocent of World War changes.

Young Miss Hubbard pondered. She thought of her famous ancestress, and wondered if the poverty of that elderly relation was due to the indifference of sons and daughters who had once been fed from that same cupboard. That pathetic old lady had not been thinking of herself, but of her dog. Young Miss Hubbard, too, was altruistic. She was thinking of these boys and girls, coming to her in larger numbers now. How sorely they stood in need of the freshest, most nourishing intellectual food! With smaller fractions of the teacher's time available for each of them and with a strange, struggling world surrounding them and waiting to give them cool welcome after graduation . . . how could anyone imagine that the castoff materials which had served their older brothers and sisters were good enough for these children of 1935? Was it fair to deny them the very best means of obtaining knowledge? Was it necessary to give them an environment that destroyed their sense of what is fine and beautiful and perfect?

Young Miss Hubbard is still pondering. . . .

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

High School Reshaped

SUPT. C. L. KULP, Ithaca, New York:—

"Two of our most interesting developments in recent months are:—

"(1) A complete reshaping of the senior high school program of studies, which places each field of subject-matter on an equal plane. This program, providing for constant and elective subjects, includes several long sequences in fields of the students' choice and enables us to provide more adequately for the problem facing American High Schools today, namely, the education of all the children of all the people.

"(2) The development of an adequate program for physically and mentally handicapped children, including classes for crippled children, those with defective vision, hard of hearing children, mal-nourished children, etc."

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Modernizing the Courses

SUPT. RALPH IRONS, Evansville, Ind.:—

"In the fall of 1933 work on revision and changes in our elementary grades (1-8) was begun. Preliminary meetings were held, at which plans of procedure were discussed.

"Committees to carry on this important work of developing courses of study were appointed in September, 1933. Thirty committees and sub-committees were carefully selected. One hundred fifty teachers, principals, and supervisors of all grades were represented. These committees set to work at once on this important work. First, they studied carefully courses of study of some of the leading cities where new courses were already in use and they also read books on curriculum development. Then the work of developing new courses of study was begun. Some two hundred meetings were held during the year. A few committees developed their work into tentative courses while others developed only an outline for their tentative courses, and all committees will continue their work this year.

"Social Science will be the backbone of the new course. Change from local isolation to world-wide interdependence calls for a new type of social service. This subject will be carried through all grades, from the first through the eighth.

"The rapid change from manual to machine labor requires a greater knowledge of applied science and technical information. We, therefore, are introducing General Science into the course through the grades.

"A growing consciousness of the value of health and knowledge of life has awakened us to the importance of biological science.

"With our rapidly increasing population we see the need of co-operation more than ever before. This requires a higher socialization of the individual. Along with this congestion of population has arisen a greater resentment of the restraints of law. Therefore, there is a greater need of education for citizenship.

"Finally, through labor-saving devices creating more leisure time there is a greater need of new emphasis on education for independence in leisure and personal culture.

"All of these new aspects of education are kept in mind in the new courses of study."

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Inspirer of Teachers

SUPT. W. H. HOLMES, Mount Vernon, N.Y.:—

"One of the best books I have read in a long time is 'The Story of an Itinerant Teacher,' by Edward Howard Griggs.

"It points out in a very clear and inspiring way the great objective of education: Character building. I know of no one who has done more to inspire teachers with the importance of this great objective than Dr. Griggs, by the thousands of lectures he has delivered to teachers in his many years as one of America's foremost public lecturers.

"I regard 'The Story of an Itinerant Teacher' as one of the significant educational books of the year."

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Change in Public Sentiment

SUPT. FRANK G. PICKELL, Montclair, New Jersey:—

"In our schools there has been a change in public sentiment from a carping, critical attitude and a demand for cuts and slashes in costs and services, to an insistence that school standards should be maintained.

"Our budget will pass this year without one single adverse criticism lodged against it. We are in a position to go forward again, and in this work we shall have general support."

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Two Important Conferences

PRIN. G. W. KIRN, Abraham Lincoln High School, Council Bluffs, Iowa:—

"There have been two very significant recent developments in public education in Iowa. Each is worthy of notice in The Journal of Education as an effort to improve the technique of teaching in the public schools of Iowa, to set up a 'Program of Action' and to win the support of the general public to a constructive program of education in the state.

"A Conference on Teacher Training Curricula was held on

December 15, 1934. This conference was called by Miss Agnes Samuelson, state superintendent of public instruction, in her capacity as president of the Board of Educational Examiners. About fifty college presidents, heads of departments of education, and superintendents of schools participated. Discussion covered the various angles involved in setting up teachers' training curricula in colleges which desire to qualify for the new Iowa teachers' certificates. No formal resolutions were passed but the discussion clarified the problem of improving teacher training in the state.

"A Citizens' Conference on Education was held on December 19, 1934.

"Miss Samuelson called this conference to discuss with representative citizens groups a 'Program for Action' for the future development of Iowa's public school system and to enlist an enlightened public opinion in its support. Thirty state-wide organizations sent representatives to this meeting. Over 300 delegates attended. The discussion was spirited and intelligent and led to a clear understanding of the educational problems involved. The conference endorsed the Iowa program and requested similar conferences in the future."

All in the Day's Work

By FRANCIS READ
A High School Principal

I Wanted to Mix

An old college chum dropped in on me today in the nick of time. He gave me some much needed advice.

I had been invited to a big week-end party at a camp some forty miles away. I frankly was flattered by the invitation, as I knew that several of the city's leading men would be there. I not only would have a good time but I would make contacts that would help me in my work.

But there was one thing that bothered me. I had heard about other parties at this camp, and there were rumors of drinking, gambling, and other forms of gayety. I wondered whether I ought to identify myself with an affair of that kind.

I had about decided that I would go. I would be careful of my own conduct, I needed a change, I would further my acquaintance with influential citizens. At this point my college friend dropped in, and I asked his advice.

"Don't go," he said. "It will be no place for a schoolmaster, and the others would rather not have you there. Make your contacts in some other way. You have liquor problems to handle in your school and you will deal with them more successfully if you stay away from parties like this."

I have decided that the coming week-end I shall have "another engagement."

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Beyond His Power

"I will make any sacrifice to give my boy a college education," a fond father said to me today. A high school principal often hears such a remark. It is made with fine intention. I never hear a sentiment like this, however, without an almost irrepressible desire to deliver a little sermon. Here it is:—

You can't give your boy an education, my friend. You can give him money, clothes, parties, automobiles. No doubt you do give him too much for his own good. You can't give him vigorous health, strong character, a trained mind, or a pleasing personality. These things he must acquire for himself or he never will possess them.

All you can give your boy in connection with his education is good opportunities. You can see to it that these opportunities are adapted to your boy's needs; you can encourage him to make the most of them. You do well to provide your son with many opportunities, provided he is ambitious to improve them. If he is not, you would better not waste your money.

There is, and can be, no other education except self-education.

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The materials of European history organized into 19 understandable units, so as to leave with the pupil a permanent appreciation of how present-day institutions developed out of the past.

Greenan's
American Civilization Today
$0.80
This helpful summary presents in eleven units, for school and college use, the findings of the President's Research Committee on Social Trends, as given in the first 7a pages of the widely-known official survey—*Recent Social Trends in the United States.*

Smith's
Economics
An Introduction to Fundamental Problems
$1.60
A practical, modern treatment for the high school pupil of the fundamental principles of economics necessary to an understanding of the business world and its operations.

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$1.50
A revision of the most widely-used text in its field.

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The principles of home room activities and actual program material.

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The Alcove for New Books

Making the Most of Music

MUSIC TEACHING IN THE ELEMENTARY GRADES, From Grades One to Six Inclusive. By George E. Hubbard, Director of Music, Scarsdale, New York, and Instructor of School Music, Institute of Musical Art of the Juilliard School of Music, New York City. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

So variant and bewildering are the theories of how and why to teach music in the grades, that it is refreshing to find a safe and sensible treatment of the subject by a competent teacher who knows what can be achieved in musical instruction for the enrichment of life.

Many a teacher of elementary grades has shivered at the thought of having to teach music as part of her regular duties. And many a class has shivered even more as the period devoted to that exercise arrived and the musically incompetent teacher began her clumsy efforts.

The present manual is designed to help teachers and supervisors as well. It lays emphasis upon the human voice as the universal instrument. Group singing can be made to develop musical skill and taste and at the same time to give enjoyment. This convenient guide-text unfolds the secret in a manner to allay those shivers.

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A High School Chemistry

UNITS IN CHEMISTRY. By Russell S. Howard, Lyons Township High School and Junior College, LaGrange, Illinois. New York: Henry Holt.

Chemistry textbooks were for a long time more deeply concerned with material reactions than with human reactions. Hence a great many otherwise excellent students disliked the subject—finding it confused and "hard to remember."

The present volume is written by a teacher of science in the secondary school who has undertaken to organize chemistry around eight central themes or units. He does not ask the student to jump into a mass of details without having some preliminary notion what it is all about. Each unit is introduced with a valid statement of its major purpose and significance.

In a general way the historic development of chemical knowledge has been a guide to the order of presentation. Gradually and in coherent fashion the main essentials of science are unfolded. Experiments, tests, and problems are abundant. Illustrations suggest many of the practical applications of chemistry in modern industry.

The book will commend itself to teachers seeking an especially well organized text, written not merely to please the author but to attract and enlighten the learner.

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English Step by Step

GROWTH IN ENGLISH. Books I, II, and III. By Mabel E. Simpson, Director Elementary Grades and Kindergartens, Rochester, New York, and Mary A. Adams, Principal, Montebello Demonstration School, Baltimore, Maryland. New York and Chicago: Newson & Company.

Decidedly functional is the method employed in these English texts for the young student. Instead of being confronted by a succession of rules in grammar with their respective illustrations, he meets a series of interesting stories which might cause him to exclaim: "This is another *reader!*" But it is more than that. It is a means of growth, slowly but surely and securely, in the knowledge of language principles and the ability to employ English in speech and writing.

The authors have preferred that a limited number of basic facts be offered and put in practice, rather than that a multitude of facts, some of them having only minor or incidental importance, be showered on the pupil's attention.

These texts are original and ingenious. They give promise of great helpfulness to the cultivation of language power and the formation of correct habits in the use of the mother tongue.

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For Skill in Numbers

MASTERY ARITHMETICS. Books I and II. By George R. Bodley, Charles S. Gibson, Ina M. Hayes, Bruce M. Watson. Boston, Atlanta, New York, Chicago, San Francisco, Dallas, London: D. C. Heath and Company.

"Mastery Arithmetics" are a three-book series covering the needs of arithmetic instruction in the first eight grades.

They bear evidence of much practical experience in the classroom and a joint determination of the authors to produce texts that shall be clear and teachable—or should we say "learnable"?

Fundamental principles and operations are presented in carefully graded arrangement. The pupil is enlisted in the task of improving his accuracy and facility.

Processes are explained in simple terms. Exercises are drawn from everyday experience or from transactions likely to be met in home, community, or store. The pupils are familiarized with numbers expressed in words as well as those set down in figures.

An especially sound feature is the inclusion of mental exercises—a partial revival of that old-fashioned "mental arithmetic" which some of us found exhilarating and an aid to developing analytical powers.

"Mastery Arithmetics" are a revision of an earlier series that has enjoyed much favor. The best of the old has been incorporated in the new, with alterations dictated by the latest discoveries in teaching technique and by changes in environment.

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Lexicon for Childhood

THORNDIKE CENTURY JUNIOR DICTIONARY. By Edward L. Thorndike. Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.

Unlike most dictionaries for young folks, the new "Thorndike Century Junior Dictionary" is not an abridgement of a larger work, but a freshly written lexicon incorporating sound pedagogic principles. The author has selected 25,000 words found from the checking of vast quantities of reading matter to be of relatively frequent occurrence. Then he has taken the necessary pains to define or explain each word in plain, everyday English that a child may be expected to understand. If a picture, or an example of the way the word is used in a sentence, would help, such illustration is employed.

Dr. Thorndike has evidently had in mind at every point the probable requirements of the child who searches the book, not for bewilderment but for knowledge.

Pronunciations are indicated by the excellent method of the Century Dictionary, with its unmistakable accent marks, and its omission of diacritical symbols over the "short" vowels.

Derivations are generally excluded—doubtless a wise plan in a book whose users have not yet encountered Latin or other foreign languages.

What with its attractive red cover and its unusual kindness to the eyes in typography and pictures, this junior dictionary makes straight the highway of the child toward a larger, more meaningful vocabulary.

It may well be doubted if Dr. Thorndike, in all his service to education, has done anything else so monumentally valuable as the preparation of this dictionary.

The News Digest
OF EDUCATION

Best Since 1929
1935 Will See More Teachers Placed

NEW YORK.—More teachers will obtain employment in 1935 than at any time since 1929, Clyde L. Miller, director of the Bureau of Education Service at Teachers College, Columbia University, declared in presenting his annual report. Mr. Miller pointed out that the college placement bureau in 1934 obtained 38 per cent more full-time positions for teachers than in the preceding year. Although placement in part-time positions declined 3 per cent in the same period, the earnings from these positions increased by $25,486. "There is evidence that apparent increases in employment in the schools are due to the same causes that are making for increases in department store sales and steel production," Mr. Miller said. "This may be attributed in part to the spending of Government money received through the agencies of the AAA and the PWA."

1936 at Harvard
Will Be College's Tercentenary

CAMBRIDGE, Mass.—Harvard College will be three hundred years old in the fall of 1936, and a committee composed of representatives of the two governing bodies and of the Alumni Association are hard at work considering plans for the festive period.

Income Cuts Are Halted for Higher Education Institutions

WASHINGTON. — For institutions of higher education as a whole throughout the United States, the decrease in income which has prevailed during the past two years is about at an end, at least for the present, the Federal Office of Education announces.

A nation-wide study of the economic outlook in higher education recently completed by the Federal Office of Education revealed that America's colleges and universities are a little less seriously embarrassed financially today than they have been since the 1932-33 school year.

More than 500 institutions of higher learning included in the Federal survey reported less than one per cent change from 1933-34 to 1934-35 in receipts, expenditures, number of faculty members, salaries of faculty members, or in tuition rates. Receipts for educational purposes for 1934-35 are still approximately 10 per cent less than they were in 1929-30. Expenditures for all purposes including capital outlay are about 30 per cent less.

It is reported by financial officers of America's colleges and universities that the total debt of 243 colleges, both white and Negro, in June, 1934, was more than $77,000,000. Colleges enrolling white students seem to be getting out of debt, while Negro colleges appear to be going deeper into debt.

This Federal Office of Education investigation included schools of higher education classified as public-controlled degree-granting universities, colleges, and professional schools, and privately-controlled universities and colleges, as well as teacher-training schools listed in the Office of Education's Directory of Colleges and Universities in the United States.

Ban Lifted
Boston Committee Accepts Winston Texts

BOSTON. — Definitely determining that conditions described by organized labor were greatly exaggerated, the Boston School Committee reversed its action of last October and will continue to purchase books of the John C. Winston Company, of Philadelphia. Several members of the committee were in possession of letters from Daniel J. McDonald, of the Boston Allied Printing Trades Council, withdrawing labor's objections to patronage of the Winston firm.

Reformers Balked in Attempt To Curb Habits of Teachers

WASHINGTON.—In an effort to remodel the living habits of school teachers in the District of Columbia the board treasurer recently stated that he would introduce a new set of rules to prohibit them from smoking and drinking. Treasurer William J. Tucker drafted the rules, citing a recent incident in which a youth, when admonished for smoking, replied: "Well, the teacher does it."

A meeting was called by the Board of Education and the proposal was put forward by the District of Columbia Public School Association, but Mrs. Leslie B. Wright, in a heated speech, routed the would-be reformers.

Mrs. Wright, prominent in parent-teacher association affairs, started her attack by terming the association a "small-town sewing circle that doesn't even produce a pair of socks for the heathen." The board shifted uneasily in its chairs. "I want to propose some amendments," she continued, warming up to her subject. "I think you should also forbid lipstick, and then we might perhaps forbid teachers owning playing cards for fear they might play casino. And I really don't think they should be allowed to drink tea or coffee, either."

Several of the board members had red faces by this time, but it was from smothered laughter. The resolution was quietly buried in the board's voluminous files.

Money for Schools
State Aid Sent To New York City

ALBANY, N. Y.—A check for $32,054,804.88, representing six-tenths of the state's contribution to New York City for the support of common schools for the current school year, was mailed to City Chamberlain A. A. Berle, Jr., by Morris S. Tremaine, State Comptroller. Mr. Tremaine explained that under the law six-tenths of the state's school contribution is payable on or before February 1, to cities having fiscal years the same as calendar years.

Really Red?

GARY, Ind.—Dr. William A. Wirt, Hoosier schoolmaster who sent Congress chasing "Red plotters," issued a new warning recently. The nation's little red schoolhouses are being used to spread Communist propaganda, he said. Instead of the three R's and Lincoln's Gettysburg address, the primer of America's youth soon may be proposing an overthrow of capitalistic government, he predicted.

Municipal Normal School Group Plans Meeting at Atlantic City

ATLANTIC CITY, N. J. — The Municipal Normal School and Teachers College Association will hold its sessions in connection with the meeting of the Department of Superintendence here February 23-28.

Members of the association will attend the sessions of the American Association of Teachers Colleges February 22-23.

At a joint luncheon session of the two associations Margaret Kiely, principal of Bridgeport, Conn., Normal School, and chairman of the Municipal Normal School and Teachers College Association, will preside. E. W. Butterfield, Commissioner of Education for Connecticut, will speak on "Student Life, an Element in Teacher Preparation."

Other topics and speakers at later meetings include: "Co-operation Between the Teachers Colleges Located in a Large Municipality and the City School Administration to the Advantage of Both," by Dr. Charles H. Judd, of Chicago University, and Zenos Scott, president of Teachers College, Bridgewater, Mass.; "Training Teachers for Progressive Schools," by Superintendent W. W. Beatty, of Bronxville, N. Y., and Dr. Frank E. Baker, president of the State Teachers College, Milwaukee.

Officers of the Municipal Normal School and Teachers College Association are: Chairman, Margaret Kiely, Principal of Bridgeport, Conn., Normal School; vice-chairman, Edgar C. Higbie, president of Wilson Teachers College, Washington, D. C.; executive secretary and treasurer, Frank Webster Smith, Ridgewood, N. J.; executive committee, George W. Diemer, President of Teachers College, Kansas City; Howard R. Evans, Dean of School of Education, University of Akron, and Butler Laughlin, President, Chicago Normal College.

Over-Educated

Many Taught Beyond Their Intelligence

BOSTON.—"One trouble with our present civilization is that many people today are educated beyond their intelligence," declared Mrs. Lucy Jenkins Franklin, Boston University dean of women, in a recent address. "Our modern psychologists work hard devising intelligence tests, but Confucius had what is, perhaps, still the best one, 2,500 years ago," Dean Franklin continued. "He presented only one-quarter of a subject to his pupils, and if they were not able to work out the other three-quarters of the solution for themselves, they could not remain in his class. Our modern professors frequently give a bit more than that one-quarter. The whole philosophy of Confucius was that one should not educate people unless they had a degree of intelligence, and he once remarked that 'Education without intelligence is labor lost.' If, when we get out into the world, we do realize that we have been educated beyond our intelligence, the only thing to do is keep on working, studying, and keeping up with current problems."

Needy Adults

Go to School In North Carolina

NEWBERN, N. C. — More than 2,000 adult relief clients are receiving "cultural background" from teachers furnished by the Federal Relief Administration in thirty North Carolina counties, a report revealed here. The 151 teachers present courses in diet, home budgeting, purchases, housekeeping, and academic subjects.

Army Training

Opposed for British Schoolboys

LONDON.—The system of compelling senior schoolboys to join officers' training corps was denounced by J. Howard Whitehouse, chairman of the Society for Educational Research, as "a challenge to the reality of religion in schools." This kind of compulsory soldiery was disliked by the more intelligent senior boys, he said, who knew that in the last war many thousands of their kind were sent straight from the classrooms to the training camps and trenches. Whitehouse protested also against the "fagging" system in English public schools, by which small boys are expected to perform menial tasks for seniors. "Fagging," he said, "is an antiquated, foolish, wasteful, and often cruel and vicious system—very bad for the older boys, because it gives them a wrong orientation to have at their command younger boys to perform menial and frequently silly tasks."

Headed West

New England May Lose Many Students

PROVIDENCE, R. I. — Ambitious students will be forced to travel west to obtain higher education unless the present educational policy of New England states is drastically changed, Dr. Hugh P. Baker, Massachusetts State College president, warned recently. Western states, he said, have accepted the principle of liberal support of institutions of higher learning. "The unwillingness of our eastern states to accept the responsibility for the education of youth beyond the secondary schools and the dependence upon more expensive privately endowed institutions for higher education is, in effect, erecting class barriers in direct contradiction to our American principles of equality in educational opportunities.

"If public support is not given higher education in New England," Dr. Baker pointed out, "it will force us to accept the idea of an aristocracy of learning when what we want is democracy in learning."

"Feel" Method Teaches Children To Read Books at Age of Three

BOSTON.—Pre-school children who once were considered brilliant if they juggled a set of pegs into pretty colors are now being taught to read books at the age of three.

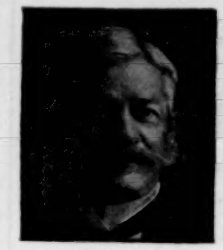
A novel method whereby they "feel" letters and acquire reading skill long before what was once considered the normal age, was explained to teachers at a conference on elementary education at the Boston University school of education by Dr. Grace E. Bird, of the Rhode Island College of Education.

Dr. Bird and Dr. Clara E. Craig, who initiated the method in Rhode Island, have achieved success with the "feel" method that is attracting attention of educators throughout the country.

A pre-school child—and they begin when they are two in some cases—is first taught to trace around patterns in forms of familiar objects like birds and animals. That teaches "motor control." Then the child fills in the tracing. That teaches the bounds beyond which the pencil must not go.

The next step is experimental writing. The child traces his fingers over large letters cut in sandpaper, following the course of roughness. He acquires the habit of watching his fingers go in a single, precise direction. His eyes follow from one letter to another in the order without difficulty.

Children have learned to read within a period of a few weeks by this method, Dr. Bird says, and shortly afterward mastered writing.



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Students in Error

School Head Was Not Ousted

GENESEO, N. Y. — Approximately forty-five absentees, the majority of them protesting against the resignation of Principal Francis J. Gormley, were reported one day recently at Geneseo High School. School officials refused to term the action a "strike," and with the exception of a small number who gathered in the centre of the village shouting: "We Want Gormley," there was no demonstration. There are 275 pupils registered at the school. Gates Hinckler, chairman of the Board of Education, said Gormley presented his resignation, effective at the end of the school year, at the last meeting, with the request that no mention be made. Gormley said he wished to continue his studies. Students were reported to believe that the resignation had been offered under pressure. This was denied by both Gormley and Hinckler.

Army Training

For Italian Boys Is Made Universal

ROME.—Military education began in earnest recently throughout Italy with the motto: "Every Citizen a Soldier." The military education program, decided upon by the Cabinet on September 18, previously had been tried experimentally, but it went into effect nationally February 1, the twelfth anniversary of the founding of the Fascist militia. Officers in uniform replaced schoolma'ams and schoolmasters in classrooms. The obligatory military instruction is for the boys only. It embraces military history, military mathematics, war geography, and tactics and manoeuvres. A college degree now is impossible without proficiency in military subject.

More Marrying

54 Per Cent of Bryn Mawr Wed

BRYN MAWR, Pa.—With the exception of three years late in the nineteenth century, marriage attracted a steadily growing percentage of Bryn Mawr College graduates until 1930, at least those possessing the Bachelor of Arts degree. This is revealed in statistics covering classes from the founding of the college in 1885 to January 1 last. In 1890 the percentage of marriages from the college's founding was only 3 per cent. By 1932 the percentage was 46 and the number for 1930 was 54 per cent. The percentage has remained stationary since then.

Rule Revoked

NEW HAVEN, Conn. — The rule which has been in force for five years at Yale, that students in the college who are weak in their studies are not eligible to election by fraternities, has been revoked by the faculty of the college. Rescinding of the rule will be of considerable help to the fraternities, which are facing grave financial difficulties this year, in that it will give them a larger number of students from whom to choose. This new move by the faculty was commended by "The Yale News," which in the past has not been over-friendly to the fraternities. "It is our present opinion that exclusion from a fraternity is an unsuitable incentive to study, if it is effective at all," the paper said. "There is no sound reason for connecting social success with adequate marks, or the reverse. They are and should be maintained unrelated."

Greater Freedom

Possible Through New Student Plan

PITTSBURGH, Pa.—Pennsylvania College for Women announced recently the adoption of a plan effective the second semester of this year which will allow superior students greater freedom for independent study. New courses were offered in the second semester in several departments of instruction. They do not represent a new policy in these fields but are in keeping with the present trends in education. Several courses are being given on the conference plan, allowing the student an opportunity to do individual work in the field of her major interest. Those students whose names appear on a Dean's list are allowed to have unlimited cuts from classes the following semester. This freedom puts upon the students individual responsibility for attendance at classes and maintaining the required scholastic standard.

Course in Leisure

CHICAGO. — Times have changed. Once, children went to school to acquire an education for their life work. Life then meant work, eat, sleep. Enrollment was recently opened at Rosary College in Suburban River Forest for a class in "education for leisure." Five hundred adults have enrolled to learn how to utilize their spare moments.

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French University Students Stage Anti-Foreign Strike

PARIS.—French university students all over the country went on a strike recently in protest against admission of foreigners to professional positions to the detriment of French candidates.

The movement was organized by the medical students at the University of Montpellier, where the strike, as at Lille, was reported complete. The students of the Electrical College in Paris joined the movement, while Parisian medical students complained that they had not received due notice of the strike. At the universities at Rouen and Bordeaux most of the French students deserted the classrooms.

George Lafitte, president of the National Union of French Students, indorsed the demands of the Montpellier students, who asked that foreigners must be naturalized Frenchmen for ten years before being allowed to practice medicine in France, that foreign students be prohibited from holding salaried positions in French hospitals or replacing other doctors, and that foreign holders of university diplomas be prohibited from having medical employment in France.

Most of these demands already are incorporated in the laws but are widely ignored. Foreign students in Paris are said to be in a majority, while at Tours foreigners are 70 per cent of the registered total, at Montpellier they number 60 per cent, and at Nancy, Grenoble, and Toulouse they run between 55 and 60 per cent.

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President's Picture Available to Schools

WASHINGTON. — A photograph ready for framing and inscribed "to the pupils and teachers of the United States, Franklin D. Roosevelt," has been made available to every school child and teacher in the country. John W. Studebaker, Commissioner of Education, planned the distribution as a result of numerous requests from pupils, teachers, and parents for pictures of the President. Copies may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., for ten cents each. There is a 25 per cent reduction in cost of 100 copies or more sent to one address.

School Suicides

Poor Report Cards Cause Epidemic

VIENNA.—To counteract an alarming increase in suicides among school children on account of unfavorable report cards, Vienna's educational department has organized a school report card service. Volunteers will accompany children with unsatisfactory marks to their homes, and induce parents to aid backward pupils rather than beat them.

Teachers Freed

Ecuador President Ends Siege and Strike

GUAYAQUIL, Ecuador. — President Jose M. Velasco Ibarra's personal intervention ended a student strike at the Juan Montalvo School recently and brought the liberation of the imprisoned rector and twelve instructors. While police besiegers stood back, the country's President, accompanied by his Minister of Education, gained entrance to the school. In a conference with the rebellious students he persuaded them to hand over the keys. After reprimanding them for their insubordination, he allowed them to depart. Then he freed the teachers.

Road Safety

Study Planned For N. H. Schools

MANCHESTER, N. H. — Visits made at the two high schools here by Myron L. Wilkins, safety director of the state motor vehicle department, and Dr. Herbert S. Stack, of the National Bureau of Surety and Casualty Underwriters, have revealed a projected high-school course in highway safety and automobile operation, to be proposed for every high school in the State. Such a course would include acquaintance with theory of car operation, and with the basic principles of safe driving. The importance of observing rules of the road and methods to avert highway disasters would also be stressed. Mr. Wilkins and Dr. Stack have scheduled conferences with every high-school head in the State in order to present the course with as much force as possible. School officials already consulted have heartily indorsed the suggestion.

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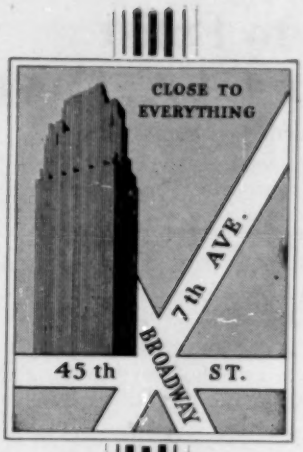

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Roving Professors

To Cross Harvard Department Lines

CAMBRIDGE, Mass.—A new type of professorship which is to be a contribution to university life in America will be created at Harvard, according to its president, James Bryant Conant. Such professors, described by Dr. Conant as "university-minded men" and "professors without portfolio," would be "outstanding scholars not tied to any department but free to roam about the entire university." The creation of such professorships, Dr. Conant explained, was the result of his conclusion that Harvard University is "about as large as we ought to be"—without disintegrating into a federation of separate academic entities. Dr. Conant said the creation of such chairs transcended "the question of whether Harvard is to have the services of any particular scholar."

Family Life

Now Studied at Iowa University

IOWA CITY, Iowa.—A course dealing with the problems of married life is being offered in the School of Religion of the State University of Iowa. The course is in many respects a new departure in college and university curricula. It is co-educational and is offered to both married and unmarried students, although the great majority of those taking it are unmarried. Discussions, in accordance with the plan of Professor Moses Jung, who directs the course, are kept on an academic level, and great stress is placed on the importance of presenting thoroughly reliable information. With this end in view Professor Jung has sought and is receiving the co-operation of many departments and colleges in the university. His own lectures are supplemented, for example, by discussions presented by instructors from the College of Medicine. Psychiatrists from the College of Medicine, lecturers from the Department of Psychology and outstanding clergymen of Iowa City are also assisting the faculty.

Pacifism Poll

24,291 College Students Would Fight Invaders

NEW YORK.—In a poll of sixty American colleges conducted by the Literary Digest in connection with the Association of College Editors, approximately 65,000 ballots have been recorded on various questions submitted, chiefly in regard to the League of Nations. Twenty-six of the colleges are in favor of entry of the United States into the League and thirty-four are opposed. Early returns in the Peace Poll showed that a total of 24,291 students in American colleges and universities voted "yes" on the question, "If the borders of the United States were invaded, would you bear arms in defence of your country?" and 5,048 voted "no." On the question, "Would you bear arms for the United States in the invasion of the borders of another country?" the vote was 4,982 "yes," and 24,508 "no."

Alumni University

Cornell Contemplates School for Graduates

ITHACA, N. Y.—Plans for the establishment of an "Alumni University" were discussed at the midwinter meeting of the Cornell Alumni Corporation. The board of trustees and faculty have under consideration a program which would bring alumni to the campus for four days following commencement on June 17. The "Alumni University" would concern itself largely with consideration of current social, political, and governmental questions. Cornell men and women, with their families, would be invited to enroll as students, attending lectures and round-table discussions led by university professors. Similar programs have been successfully carried out in the last few years at colleges and universities, notably Michigan, Lafayette, Smith, Mount Holyoke, and Princeton.

Education Work Fails to Enlist Interest of Men in C.C.C. Camps

NEW YORK. — A three-day conference to discuss educational projects in the Civilian Conservation Corps was held recently in the Education Building at New York University with sixty-nine educational advisers from New York, New Jersey, and Delaware present. Colonel John R. Kelly, welfare and education officer for the C.C.C., and Howard W. Oxley, educational adviser of the Second Corps Area, with headquarters at Governors Island, presided.

Of the 18,000 unmarried, unemployed men between eighteen and twenty-five years of age who are enrolled in the ninety-six camps in the Second Corps area, less than half have taken any advantage of or shown any interest in the educational work carried on simultaneously with the conservation work, it was brought out. Colonel Kelly said that some way must be found to interest more of the men in education and appealed for suggestions.

Several of the counselors, speaking from the floor, suggested that the educational work be made compulsory. Mr. Hawkins, as well as other leaders, opposed this method, explaining that it had been found that most of the young men had left school early, were uninterested in further academic education and that the only way to appeal to them was through first interesting them in some line of vocational training.

"We might as well be frank about it," Mr. Hawkins said. "An appreciable percentage of the boys in the camps are destined all their lives to work at unskilled methods of earning a living."

Semi-Centennial

Rollins College Marks Anniversary

WINTER PARK Fla.—Rollins College, the oldest college in Florida, recently observed its fiftieth anniversary. At Orange City it commemorated the decision in 1885 of the few small churches making up the General Congregational Association of Florida to found what was afterward Rollins College. Winter Park was selected as offering the best inducements and advantages at that time. The college was named in honor of Alonzo W. Rollins, who was largely instrumental in securing the college for Winter Park. Dr. Edwin Payson Hooker, the first Congregational pastor in Winter Park, who had been elected president of Rollins, opened the college with an enrollment of sixty-six students. During President Hamilton Holt's administration more than $2,000,000 for buildings, current expenses, endowment, scholarships, prizes, and so forth, and in lands for general purposes have been added.

A B C of Economics

Will Be Learned By English Schoolboys

LONDON.—The alarums of the last few years have led English educators to attempt to make monetary theories clear to schoolboys. Both schoolmasters and university professors in England have come generally to recognize that they are not giving fair value if they send their pupils out ignorant of the alphabet of economics. Papers on economic history have been introduced into the history courses even for schoolboys. New theories of monetary reform are, of course, in the air in Great Britain as in the United States, and no doubt some schoolmasters are captured by one or another theory and seek to impose them on their pupils. For the most part, however, the change is not from history to propaganda, but rather to a recognition that old truths long admitted but hitherto passed by are really of major importance.

People's School

Enlists Business Men and Wives

MINNEAPOLIS, Minn. — Housewives and business men are going back to studies in a new venture called the People's Schools, conducted by the Minneapolis public school system in cooperation with the Federal Emergency Relief Administration. Once a week throughout the winter the schools are to be conducted in all sections of the city, offering three-hour programs, including forums and discussions on current topics.

Native Tongue

To Be Taught Navajo Indians

WASHINGTON. — John Collier, Commissioner of Indian Affairs, is going to see that the Navajo Indians learn their native tongue. He plans courses for both Navajos and interpreters. Modern technical programs in health, education, and soil erosion make these new ventures a necessity, Collier said. Such programs tax the ingenuity of the interpreters and the Navajo vocabulary. "Navajo as a language is sufficiently expressive," the commissioner said, "but it was evolved before tractors, contracts, and the germ theory of disease became items of current discussion." Community day schools and field demonstrations are the medium through which modern methods are taught the Navajos. The first interpreters' institute is scheduled at Charles H. Burke School, Fort Wingate, New Mexico. The courses will then be extended to the community school centres throughout the reservation. Instructions will be both in the written and spoken language.

Leaders Needed

PHILADELPHIA.—The community as now constituted cannot continue its social and economic existence, declared Dr. Josiah H. Penniman, provost of the University of Pennsylvania, recently, without the training for leadership that higher education provides. "It matters much to the community that there shall be a sufficient number of such individuals to lead, guide, and protect the bodies, the minds, and the souls of the citizens," he said. "If true to its opportunities and obligations, the university not only supplies the means of quenching thirst for knowledge, but it creates the thirst for a fuller knowledge than the world yet possesses in all subjects of human thought."

Theatre Course

ENGLEWOOD, N. J.—A proposal that courses in appreciation of the arts of the theatre and motion picture be included among the cultural studies in junior high schools is among recommendations announced here by Mrs. G. Kingsley Noble, chairman of the Better Films Committee of Englewood, for the improvement of pictures which children see. The suggestion followed compilation of answers to a questionnaire on films submitted to 1,500 public and private school pupils from the fifth to the ninth grade. Mrs. Noble reported that Winton J. White, local Superintendent of Schools, had promised to consider establishing a general course in art appreciation, to include the cinema, in the junior high school. She hoped the movement would spread to other cities.

5 Enter, 5 on Way

HAVRE, Mont.—Arthur Kegal presented himself, two brothers, Charles and Fred, and two sisters, Alice and Marjorie, to Registrar S. K. Clarke for enrollment in Northern Montana College this semester. Arthur and Charles will take engineering courses, while Fred and the two sisters will train themselves for teaching. All were graduated from the public schools at Turner, Montana, where five other brothers and sisters are preparing for Northern Montana College.

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Grins Between Grinds

More Effective

Dorothy had been praying for a baby sister. The other day her mother, while reading the paper, exclaimed: "I see Mrs. Smith has a little daughter."

"How do you know that, mamma?" Dorothy inquired.

"It says so in the paper, dear."

"Read it to me."

Her mother read: "Born on February 2, to Mr. and Mrs. Smith, a daughter."

Dorothy thought a moment and then said: "I know what I'm going to do. I'm going to stop praying and begin advertising."

• •

Who Else?

A little boy asked his father to tell him a story. The father told him about Robinson Crusoe on an uninhabited island. The father made thrilling the life of the shipwrecked man, who for years lived without seeing a human being, or hearing the sound of a human voice. Finally, the father said:

"And then one day Robinson Crusoe went down to the beach, and to his great amazement he saw a footprint on the sand. Whose footprint do you suppose it was?"

The little boy, who was fascinated with the story, exclaimed excitedly:

"I know! It was Mrs. Roosevelt's!"

• •

A Truth Seeker

Woman (about to attend political meeting): "I'm not prejudiced at all. I'm going with a perfectly open and unbiased mind to listen to what I'm convinced is pure rubbish!"

• •

One of Millions

"Has your husband any ambition?"

"Yes, he is very eager to draw the old-age pension."

Too Young

"I see you're letting your little boy drive your car."

"Yes; he's still too young to be trusted as a pedestrian."

• •

The Same With Work

A Boston man has a son who has just entered school. He was supposed to be enjoying it, but one morning he walked into the dining room, where his father was having breakfast, and remarked:—

"I'm tired of going to school, Pop."

"Why?" asked the father. "What is your objection to going to school?"

"Oh," answered the boy, "it breaks up the day so."

• •

You've Known Such

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Twice a Month for Better Schools

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The Editors Say...

We really didn't intend to make a School Board Number of this. But one thing led to another—until it is almost that. Several articles and two editorials have special bearing on the Board of Education and its problems.

If you want *your* Board or some particular member of it to see this issue, drop us a line to that effect. Some superintendents have already done this on the strength of a hint printed in our last issue.

•

Awards in our Short Story Contest will be announced in the JOURNAL OF EDUCATION for March 18. The first of the prize winning stories will appear at that time. (See page 133, this issue.)

•

An imaginary fanfare of trumpets calls us to another Treasure Hunt. An advertisement in this issue contains a series of four words which, if the printer had pied them, might turn out like this:

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Straighten out the letters and locate the advertisement in which the words occur.

If your answer, addressed to JOURNAL OF EDUCATION Treasure Hunt, Six Park Street, Boston, is the first to reach us from your State, you will be entitled to a four months' subscription credit, for yourself or a friend. (If you've already won twice, transfer your subscription to a friend!)

Your answer must be mailed not later than March 22 to be considered.

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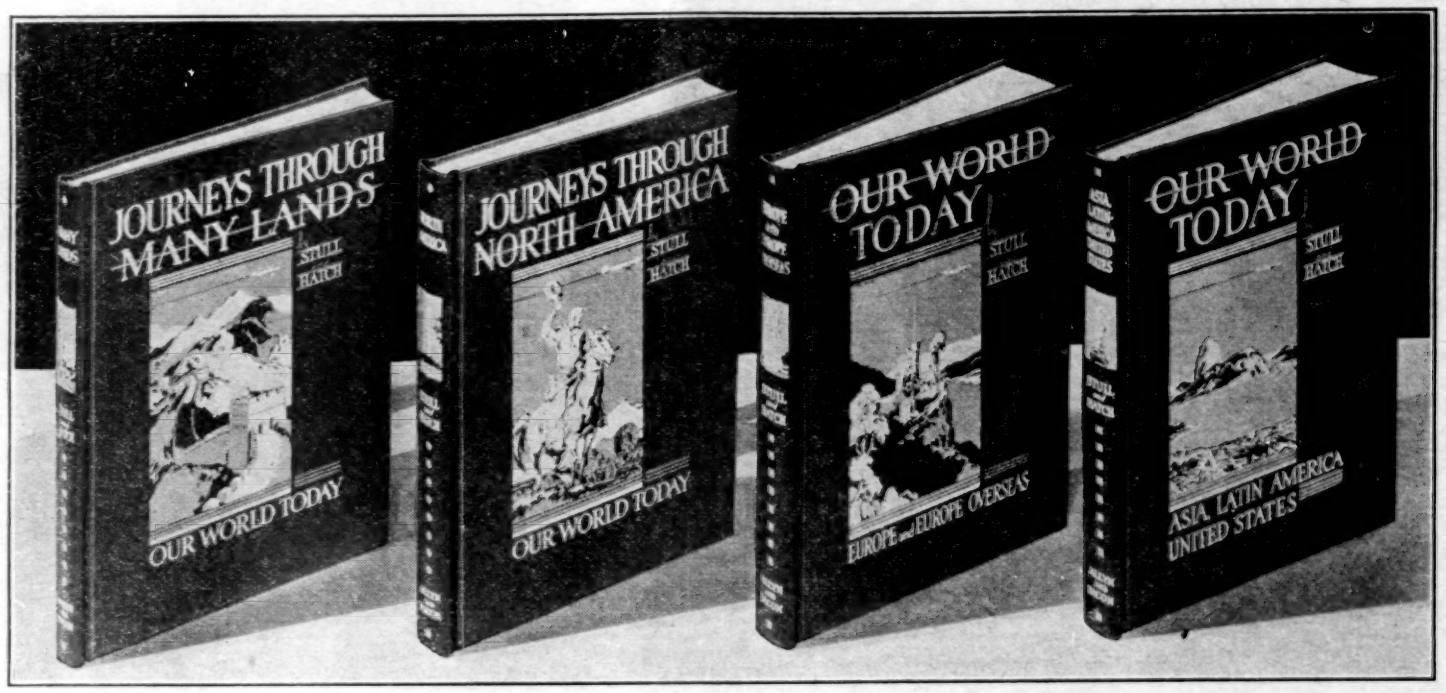

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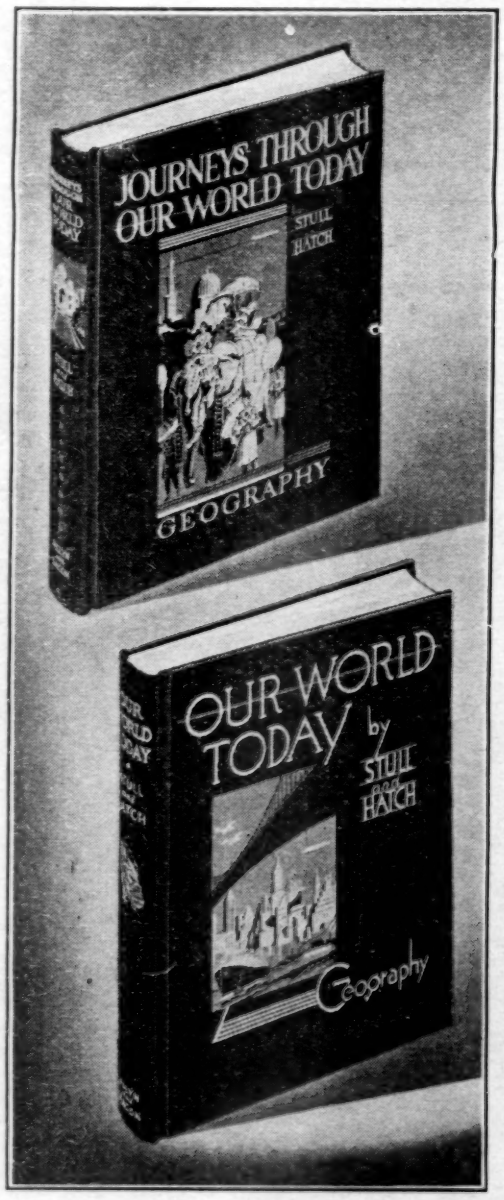

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